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## UNIT ONE: AN INTRODUCTION TO THE EMPLOYMENT STANDARDS LEGISLATION

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**Materials needed:**

- Student pages 1 - 8
- Pages 1 - VI of the Teacher Resource Section, photocopied on coloured paper and cut up
- Newcomer maps for Winnipeg (optional: photocopied map on page 5)
- Listening CD: Track one for the listening activity “Laws to protect young workers”

**Objectives: Students will be able to...**

- activate prior knowledge of Employment Standards.
- identify, describe and classify which employees are covered or not covered by the Employment Standards legislation (page 1 and page 2).
- understand and record the various ways in which Employment Standards can be contacted; by telephone, website, and by visiting the office (page 3).
- use the newcomer map (page 5) and the key (page 4) to navigate how to get from the Employment Standards branch to various nearby locations.
- understand how the Employment Standards protects young workers of different ages by listening to a dialogue between an Employment Standards officer and a mother of three children of different ages (pages 6 - 8).

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### 1. WHO IS COVERED BY EMPLOYMENT STANDARDS

**Activation activity:** THINK PAIR SHARE. The teacher writes the following question on the board: “*What laws do we have in Canada to protect employees?*” Students discuss in partners first, and then, after the students have had a chance to discuss with each other, the teacher asks the class to volunteer their ideas, and writes their ideas on the board.

Following this, the teacher states that the class will begin to study “Employment Standards”, which are the laws about how employees should be paid, their hours of work, holidays, and other workplace benefits.

The teacher explains that the legislation that the Employment standards branch covers is provincial legislation that applies to 90% of all employees. Some jobs are either federal, have their own legislation (like professional jobs) or are not covered by all of the legislation. The teacher reviews the vocabulary on [page 1](#) and [page 2](#) to make sure that the students understand the meanings of each occupation.

**Activity:** Students play “Who am I?” To prepare for this activity, the teacher should have photocopied the teacher activity pages for page 1 and page 2, found on [page I and II](#) of the Teacher Resource Section, and cut them up. The activity can be made simpler by photocopying page I (employees who are covered) on green paper, and page II (employees who are not covered) on red paper. The teacher can laminate the pictures, and put a safety pin on it so that they can be used again.

Each student receives one of the 20 occupation papers, which can be safety pinned or taped to their back. The teacher should model the activity before the students begin. Students walk around the room and find an available partner. They then ask that person “Yes/no” questions to try to guess the occupation on their back.

### 3. HOW TO GIVE DIRECTIONS IN THE DOWNTOWN AREA NEAR EMPLOYMENT STANDARDS

To prepare for the activity, the teacher should have photocopied and cut up the student activity cards for the map activity, found on pages III to VI of the Teacher Resource Section.

**Before the Activity:** The teacher should review or teach the following vocabulary:

North, south, east, west, left, right  
Intersection, corner, street, block  
Close to, near, beside, across from, between

**Activity: “Where am I?”** For this activity, the students will practice giving directions from the Employment Standards office to another place downtown. The teacher should explain the activity, and model how the activity/dialogue works, using the example as a guide, before the students start. The students can switch roles and do the activity with as many cards as time allows.

Students work in partners. The teacher hands out stacks of cut up destinations (Teacher Resource pages III to VI) to each set of partners. Students start off at the Employment Standards office. One partner (“the leader”) then takes a card, and, without showing the card, explains to the other student (“the follower”) how to get to the destination on the card. Here is an example dialogue.

#### SAMPLE DIALOGUE FOR PAGE 5

**Leader:** From the Employment Standards office, cross the street to the Law Courts building, and then walk 4 ½ blocks, past the Winnipeg Convention Centre.

**Follower:** (tracing the route with his/her finger) Okay... Which direction do I walk?

**Leader:** East.

**Follower:** (Still tracing the route with his/her finger.) Okay, York Ave, walking East... until the corner of York and Donald...

**Leader:** Yes. Then you will see the City Place shopping mall.

**Follower:** Is that where we are going?

**Leader:** No. Go to Portage Ave, turn right for two blocks.

**Follower:** I’m across the street from the Vital Statistics Agency.

**Leader:** Yes. Do you see where we’re going now?

**Follower:** Oh, we’re at the Entry Program, 259 Portage!

**Leader:** That’s right!

While the students are doing the activity, the teacher should walk around and listen to see if the students are using the correct direction words, or if they need any help with the activity.

**Optional activity:** Students can ask for and give directions for how to get from their house to the Employment Standards office. (You will need to use a map of Winnipeg or a Winnipeg Transit map for this activity, as the student may not be able to find their house on the downtown map on the photocopy.)

*NOTE:* There are only three Employment Standards offices in Manitoba. If your classroom is outside of Winnipeg, you may decide to adapt the activity to focus on Brandon or Thompson instead.

#### 4. LAWS TO PROTECT YOUNG WORKERS LISTENING ACTIVITY

The teacher can introduce the listening activity by asking the students how many of them have young children, and whether their children were allowed to have a part time job in their home country. The teacher can then explain that the class will listen to a dialogue between a mother and an Employment Standards officer, and that they are to circle which child (Jose, Alicia, or Martin) the legislation refers to on their listening paper, which is on [page 6](#).

A transcript of the dialogue is included in the student section (pages 7 & 8), but the teacher can choose whether or not he/she wants the students to have the transcript while listening. One suggestion is to give the students page 6 for doing the listening activity, and then pages 7 & 8 to check their answers. This will reinforce the listening, and provide extra reading practice, and a chance for them to ask any questions about vocabulary or parts of the dialogue that they would like to hear again. Students can listen once for the general idea, and then a second time to circle the answers.

#### ANSWERS FOR PAGE 6

8 (Jose)	can not work in Canada.
14 (Alicia)	can work, but only with a permit.
8 (Jose) & 14 (Alicia)	can not work between 11 pm and 6 pm.
14 (Alicia)	can not work more than 20 hours a week.
17 (Martin)	can work without a permit.
17 (Martin)	can work between 11 and 6 pm, but not alone.
14 (Alicia), 17 (Martin)	can have the same rights as an adult when they are working.



**Activity:** Students listen to the dialogue, and circle the names of the children which match the Employment Standards legislation. Following this, students work in pairs, looking at the transcript, to check their answers. To wrap up the activity, the teacher should go over the answers and clarify as necessary. If the questions asked are beyond the teacher's knowledge, he/she should recommend that an Employment Standards officer be called to get the correct answer.

END OF UNIT ONE